

The House of Education,

Ambleside.

(Lam: papers)

Points that these papers
go to establish:—

1) That it is not necessary
for the teacher to peptonise
or pre-digest the material
~~for~~ knowledge.

The mind whether of the
child or of the grown-up
person is adapted to
deal with such material
at first hand.

2) That the Co-ordination
of knowledge with a view

to forming "apperception masses" is also an unnecessary act of predigestion on the part of the teacher except where such co-ordination is obvious & necessary as that the same periods of English European or French History should be studied ^{along} at the same time with the literature belonging to the period.

3.

That children study on an extended programme with more interest with as much success as on a limited one & that there is no tendency whatever to make "howlers" or to mix up the various subjects of study.

4

That this clearness of comprehension depends upon the use of good books, studied at first

hand by the children ~~on some cases~~ ^{or in some cases} ~~read~~
 themselves. We believe that
 the ability to get knowledge
 out of a well-written & fairly
 copious book with little
 assistance from the teacher
 is a fair test of progress.

(In some cases as Plutarch's
Lives, for example, it is
 advisable for the teacher
 to read to the children.)

We think that the excessive
 use of oral teaching has
 a paralysing effect upon
 the children's minds that
 the trick of answering
 is often only a mechanical

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5. We find that no stimulus
 whatever either in the
 way of marks, places,
 prizes, or what not, is
 necessary because children
 find knowledge duly
 presented & not broken up
 too small is in itself
 entrancing.

6. We find that children
 accustomed to books can

to spell, write & compose.
We make much use of
narration in the younger
classes & do not let children
write except for practice
until they are able to
write with ease.

Mathematics, Language,
Elementary Science, & much
more of what is called
oral teaching but information
about nature should be
much helped by observation
assisted by the microscope
on the blackboard diagrams etc.
We think that the use

of books of some literary
value (not mere compendiums)
induces the habit of reflection
which seems to us more valuable
than the merely receptive habit
induced by oral teaching
however much the children
may be stimulated by
questions etc.